

## Discovery Layers and the Flipped Classroom: *Recipe for Success!*

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### NUTRITION INFORMATION

Most students enrolled in FYS (First Year Seminar) at William Paterson University attend a one-shot library instruction class. We use a flipped classroom model where, prior to attending the class and on their own time, the students watch two brief videos and complete a cognitive exercise. One video is about plagiarism and the other is a tutorial on how to use the library's discover layer. During the class, the librarian then guides students through the discovery tool; letting students lead the class while the librarian helpfully provides them with hints throughout the demonstration. Students are assessed with an in-class assignment to find and cite an e-book, and by locating an article based on a keyword search. The flipped classroom allows the students to be more engaged in the class and allows for more time to cover other topics during the one-shot.

### Learning Outcomes

Students will be able to:

- Recognize the importance of seeking assistance from a librarian and identify core library resources and services.
- Search discovery tool for library materials.
- Recognize when it's appropriate to use the discovery tool, and when it's appropriate to use other sources.

### NUMBER SERVED

Approximately 20 students per class

### COOKING TIME

75 minutes, including the time for the in-class assessment and a separate portion on website evaluation. The discovery tool portion of the instruction takes about 40 minutes.

### DIETARY GUIDELINES

*Frame 1:* Information has Value

*Knowledge Practice:*

Give credit to the original ideas of others through proper attribution and citation.

*Disposition:*

Respect the original ideas of others.

*Frame 2:* Searching as Strategic Exploration

*Knowledge Practices:*

- Design and refine needs and search strategies as necessary, based on search results.
- Manage searching processes and results effectively.

*Dispositions:*

- Realize that information sources vary greatly in content and format and have

varying relevance and value, depending on the needs and nature of the search.

- Seek guidance from experts, such as librarians, researchers, and professionals.

### INGREDIENTS & EQUIPMENT

- Video: How to Use the Discovery Layer
- Video: Plagiarism Tutorial
- Video: Library Tour (for in-class viewing)
- Google Forms (to create the assignment)
- Classroom management software (such as Lanschool) that allows you to push the assignment page to students while they are at their computers in class. A TinyURL with the link works just as well.
- Computer lab (optional)

### PREPARATION

- Send the instructor the links to the videos so that he/she can assign students to watch the videos prior to coming to class.
- The students' professor receives automatically generated e-mails when students have completed the videos. Students are also asked to name one thing they learned after watching the videos.

- The librarian teaching the class can check the response page in Google Forms to see which students have watched the video and the students' response to what they learned.

### COOKING METHOD

1. Before they come to class, the students view the two videos and complete a cognitive exercise.
2. Begin with a quick video tour of the library.
3. Demonstrate the discovery tool. Since the students have already viewed the videos, the demonstration is more of an active learning experience for the students. For example, instead of showing the students how to narrow down your results by date range, ask students what they would do.
4. Next, the students are given their assignment (Figure 1). They complete Part I, which asks them to locate an e-book in the discovery tool and copy the citation.
5. The librarian leads the class in an activity and discussion on keywords. An image is shown in the class and the students supply keywords to describe that image.
6. Students work on section II of the assignment. They are again given an image and asked to list keywords that could describe that image. They then enter their keywords into the discovery tool to locate a scholarly, peer-reviewed article that they think closely matches their keywords.

**FIGURE 1.** First-Year-Seminar Library Assessment

#### Section 1:

1. Using the discovery tool, find the book, *What the Best College Students Do*. Copy the citation using **MLA format**.
2. Look at the record for the book. What do you see that indicates that the book is an e-book, not a print book?
  - a. Says "electronic resource"
  - b. Says "internet resource"
  - c. Has a picture of the cover
  - d. Has the call number listed
3. Open the book. Copy or write the **first sentence** of the **second paragraph of Chapter 3**.

#### Section 2:

1. Look at the image below. Write **at least 3 keywords** that would be good for finding more information about this image.



Image courtesy, US Government. "White House Logo". Digital Image. 2003. Wikimedia Commons. <https://commons.wikimedia.org/>

2. Using your keywords from the previous question, do a search in the discovery tool. Find an **article** from an **academic journal** that you feel matches your search. Copy and paste the citation in **MLA format**.

7. After completing section II, students are asked if there are any remaining questions about using the discovery layer in the library.

### **ALLERGY WARNINGS**

The class is very participation-heavy. Refrain from lecturing on the content in the videos the students watched prior to class as they will lose interest.

### **CHEF'S NOTE**

Good communication with their instructor is key! The students were most likely to watch the videos prior to the class when instructors remind them of it.

### **CLEAN UP**

Students were assessed in-class. They were also e-mailed a brief post-test at the end of the semester to check on their retention of the information. The post-test was optional, open for seven days, and e-mailed to them directly by the co-coordinator of the user education program in the library.